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ABSTRACT

School-based management (S/B/M) pilot projects, funded by the Washington State Legislature, were established to develop and strengthen the S/B/M concept to produce meaningful change. Bringing together recent educational research and modern business management theory, S/B/M operates on the assumptions that individual schools are the largest educational unit in which to effect change and that school principals are the key agents in that change. The grant application process is detailed and the activities that occurred once funding was granted are outlined. The schools chosen represent a variety of sizes and grade-level combinations. Thirty-four project summaries are provided, each of which gives an overview of implementation and the outcomes reported. Findings and recommendations, as well as some difficulties to avoid, are included. The enabling legislation is provided, and charts show the project timelines, budgets, and funding grants. (LMS)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

DR. FRANK B. BROUILLET
Superintendent of Public Instruction

TO: Members of the Washington State Legislature

FROM: Dr. Frank B. Brouillet
Superintendent of Public Instruction

RE: School Based Management Program, 1985-1987

This program was predicated on the understanding that those being affected by decisions should have firsthand involvement in the decision-making process. This report summarizes the intent, procedures and results of a legislatively authorized program for pilot projects in School Based Management from 15 Washington school districts. The program allowed 38 individual schools and one entire school district to create plans for change in one or more basic education program areas during a one and one-half year project period. The legislature authorized $500,000 to be available to support these planning operations.

This report is submitted pursuant to RCW 28A.03.423.

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INTRODUCTION

Recent research on school improvement indicates that individual schools appear to be the largest educational units in which meaningful change can be brought about. School principals are the key agents for effecting change in a school. School Based Management is an application of that recent educational research coupled with modern business management theory. School Based Management (S/B/M) attempts to place maximum educational planning and accountability, and management of personnel and material resources in individual schools.

Dr. Carl Marburger, in his recent book One School at a Time states that "S/B/M differs from the traditional way of running schools in that a number of policy and budgeting decisions are made at the school building level, rather than by the school board or the central administration of the school district. The other essential feature of S/B/M is that all those involved with that local school will participate in making those decisions." While this alternative form of school governance provides the principal with increased responsibilities and authority, it also gives parents, community members and teachers a stronger voice in important school decisions.

The Washington State Legislature provided funds in order to establish pilot projects designed to develop and strengthen the S/B/M concept. The Division of Instructional Programs and Services within the Office of Superintendent of Public Instruction (OSPI), in an effort to address this opportunity, invited proposals from individual school buildings and from whole school districts to develop and implement model programs for S/B/M. The program covered the time

period July, 1985 through June, 1987. The majority of grants were given for single building operations but one of the grants was to a project that involved every building in a school district. A geographic distribution of pilot projects was achieved. A mix of eastern and western Washington, urban, suburban and rural schools were selected. Projects funded represented a mix of types and scopes of projects (see Appendix B for a listing of projects), and applications were accepted from schools of any grade level or combinations of levels.

GRANT APPLICATION PROCESS AND PARTICIPANT SELECTION

A letter of intent phase was established for schools/districts to notify the agency of their interest. When the letter of intent was filed with OSPI, school representatives were invited to attend a School Based Management conference, where a more comprehensive background on S/B/M was provided, as well as assistance to schools/districts in the preparation of a formal grant application for this program. At least six representatives from each school submitting a letter of intent were required to attend the conference: the superintendent or designee, a board member, the principal of the designated building, and three other persons, each representing one of the following categories from the school or its service area: teacher; school personnel other than principal or teacher; parent of student(s); non-parent community member; student, if the particular building was a secondary school (grades 7-12). The program of the conference was provided/funded by OSPI. OSPI funds were not available for participants' expenses (lodging, travel, substitutes, food, and other related costs). Based on the numbers of letters

of intent submitted (121), a decision was made regarding the number and location of the S/B/M conferences. All applicants who submitted a letter of intent were eligible to attend the conferences; however, no grant application for funding a pilot project was accepted from schools or districts which had not filed a letter of intent and which did not have the required representatives in attendance at the conference.

Each funded S/B/M pilot project was required to establish a school site council, conduct planning activities, participate in a statewide network for sharing information, and allow site council members to participate in training to enhance the effectiveness of the project. A series of assurances related to the development and operation of the pilot program was attached to the application form and was agreed to and signed by the school district superintendent. OSPI recognized that applicants were in a variety of phases of development of S/B/M programs when they applied, and encouraged diversity in the range of applications submitted. Subsequently, grant awards were announced during the week of March 24, 1986. Grants were made to applicants whose intended program improvement plan indicated involvement of either the building's entire basic education program or of selected components of the program, e.g., improvement of the reading program, school climate, writing skills.

Model pilot projects for S/B/M focused on a process to develop and recommend a school improvement plan of outstanding programs and materials which would substantially improve the management of schools. It was anticipated that the pilot projects would serve to test various S/B/M concepts and to provide models for other schools that wished to develop similar programs. Grant

funds were expended for expenses of the S/B/M system--e.g., expense related to the building based management system process such as site council expenses, training, and travel, but not for the cost of implementation of the resultant school improvement plan.

NETWORKING

Three S/B/M pilot project network meetings were held during the project time period for project participants. The network meetings covered such topics as project management financing, reporting, consultants, data sharing, and evaluation. Since there was a significant need to share data among participants, representatives brought a completed progress report abstract to each meeting describing the program plan being developed by each school site council. These abstracts were combined into one document, reprinted and shared with all the projects immediately after each of the three network meetings. OSPI provided the financial support for the meetings.

PROJECT SUMMARIES

CONCRETE SCHOOL DISTRICT
CONCRETE ELEMENTARY SCHOOL

Concrete Elementary School's program provided for development of short- and long range plans to improve the school in terms of student self-image, discipline and academic achievement which is intended to lead to higher standardized test scores. Project funds supported such activities as contractual services (a consultant), substitute teachers, motivational speakers, secretarial services and travel. The district also contributed $2,900 for supplies and materials, contractual services and travel.

The school site council included community members, parents, support staff, teachers, and the principal. The representatives were elected by a group of their peers. This was easily accomplished except for the parent and community groups. For the community group each board member nominated two people, these people met and elected two to represent them. The parent support group held nominations at one of their well-publicized meetings. Four nominees were chosen and then volunteers called all students' parents so they could cast a vote in the selection of the two.

The group decided to hold one three-hour meeting per month in the evening. For this meeting the group took turns planning and facilitating the meeting utilizing the facilitator, observer and record keeper format. All meetings had an agenda for the whole group to review. A kick-off local retreat was held for three days the first part of October and a two-day retreat was held in March. A consultant attended the retreats and monthly meetings, which was of great help as she directed the planning process and training in leadership skills.

The process used worked effectively in the following areas:

a. The team make-up had a good representation of its constituencies.
b. The meeting format was outlined in agenda form for each meeting.
c. The input, which involved brain writing and sharing, helped to expedite the meeting and bring topics to closure.
d. The training given the team at each monthly meeting by the consultant was invaluable.
e. Working towards consensus, not a vote.
f. A two-day retreat allowed for more in-depth consideration of a topic and greater continuity of thought in a given amount of time.
g. A beginning three-day retreat, which helped to mold the team together as a working unit and give them insight into their role in school based man-
h. Short- and long range plans for improvement in student self image, discipline, and academic achievement were developed.

Mr. Robert Sjoboen, Principal
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EAST VALLEY SCHOOL DISTRICT
MOUNTAIN VIEW JR. HIGH SCHOOL

The initial intent of this project was to improve student learning outcomes via decentralized decision making; and to allow for decentralized processes, procedures, and teaching strategies found during visitations and workshops. Major Changes: While the implementation of most identified "good practices" has not occurred, plans to do so have been formulated.

Teachers were selected by their peers via election by departments represented. A classified representative was elected by classified staff in the building. Student representatives were appointed by the Associated Student Body officers. Parent and non-parent representatives were selected by Parent Teacher Student Association officers.

The site council met bimonthly on the 2nd and 4th Thursdays. An open agenda (any member could place items on the agenda) was developed and available to staff/council before meeting times, as well as the minutes of the meeting being available after each meeting.

Mr. Kenneth Woolf, Principal
Mountain View Junior High School
North 6011 Chase Road
Newman Lake, WA 99025

EDMONDS SCHOOL DISTRICT
CHASE LAKE ELEMENTARY SCHOOL

The process of involvement which established a school site council at Chase Lake Elementary contributed substantially to drawing diverse elements of the school community together to support student learning. The process contributed to development of a specific model identifying diagrammatically the relationships of home to school in educating students and supporting their successful achievement.

In drawing upon research, a common background of awareness was developed. A better understanding grew between staff and parents. Gaining assistance in interaction skills and in the improvement process initiated a long-term improvement system which will continually contribute to review and upgrading of the educational program.

The "Self-Directed, Life-Long Learner" model that is the central focus of the plan emphasized the wider aspect of school services in pre-school training for parents and cooperative sharing of family support needs in dealing with students' work done at home. Developing a consistent measure of expectations makes learning more manageable for students and helps them see home and school as a cooperating support system. Articulation done across school levels means less stress on students moving to the higher grade levels. This opportunity is expected to produce very positive short-term and long-term results.

Ms. Laura Park, Principal
Chase Lake Elementary School
21603 84th Avenue West
Edmonds, WA 98020

EDMONDS SCHOOL DISTRICT
BRIER TERRACE MIDDLE SCHOOL

This project developed plans to promote academic atmosphere and achievement in the classroom through the development of consistent behavior expectations.

At the time this grant was awarded, this school had a School Improvement Process team (SIP) in place. This group became the school site council. The site council consisted of community representatives, parents, staff, and students. Members were selected on the basis of their willingness to participate.

The procedure was determined by our selection of Northwest Laboratory's Onward To Excellence Program. The following outlines the results that the Brier Terrace staff obtained after each Northwest Laboratory Workshop.

A. Northwest Laboratory Workshop presented an overview of the Northwest Regional Laboratory program. (August 1986)

B. The second workshop included the explanation of the need for a profile of the school. Instructions for building a profile were presented. (September 1986)
   1. Research for profile was gathered by:
      a. surveys by parents, teachers, students
      b. standardized test scores
      c. discipline and attendance records
   2. Results of profile spotlighted three areas of need:
      a. consistent discipline
      b. increased productivity by students
      c. improved communication to parents

C. Faculty divided into four groups to address these areas of concern:
   1. discipline
   2. school climate
   3. time management
   4. attitude

   As a result of the profile the following goal was adopted:

   TO IMPROVE STUDENT RESPONSIBILITY AT SCHOOL AND IN THE CLASSROOM.

   Within five years the number of disciplinary referrals will be reduced by 75% and responsibility in the classroom will be demonstrated by 90% of the students completing 80% of their daily assignments. At the same time 90% of the staff will indicate their satisfaction with student behavior. One year from now the number of repeat offenders in disciplinary matters will be reduced by a third, 75% of the students will be completing 80% of their daily assignments, and 60% of the staff will be satisfied with student behavior.

D. Northwest Laboratory inservice gave instruction on effective school practices (December 3) Out of effective school practices, Brier Terrace practice clusters were developed.
   From the practice clusters the staff determined which of these practices

were in place. Those clusters not in place were targeted by staff to be instilled in our plan.
The grant money enabled staff to have time and resources to formulate a plan that allowed this school to establish specific goals and the process to implement them.

Staff and site council adopted three specific goals:

1. Standards for students' behavior are explicit and consistently enforced.
2. Within one year of implementation 75% of students will be completing 80% of their daily work.
3. Parents are invited to become involved in their student('s) education.

Mr. Phil Elvrum, Principal
Brier Terrace Middle School
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Lynnwood, WA 98036

EDMONDS SCHOOL DISTRICT
COLLEGE PLACE ELEMENTARY SCHOOL

The School Based Management program at College Place Elementary School has clearly encouraged the parent/staff, community/staff learning partnership. It has involved parents, staff, students and the community members in the decision-making process in the matters affecting the quality of education provided in the school. The team met on a regular basis throughout the school year and has ensured that representation from each interest group will continue.

The program purpose was to link the effective schools research with the S/B/M process. The basis of the approach was derived from Creating Effective Schools by Brookover, et al. The team and the entire staff read the book and used it as a basis for planning the K-6 curriculum, the make-up of classrooms, movement within the classrooms, and staff development. Selected modules were addressed at replanned faculty meetings, and methods of implementation were outlined.

An outcome of the analysis of the effective schools research was the proposed criteria, pulling in contributions from everyone connected with College Place Elementary, for selecting a new principal for the school. Everyone involved -- students, teachers, parents, classified staff -- believed that their collective voice would be heard.

Mr. Phil Sorensen, Principal
College Place Elementary
20401 76th Avenue West
Lynnwood, WA 98036

EDMONDS SCHOOL DISTRICT
COLLEGE PLACE MIDDLE SCHOOL

The most significant need addressed by the pilot project has been that of increased academic achievement for all students.

The school site council (School Improvement Program = S.I.P.) in conjunction with the staff at College Place Middle School utilized the Northwest Regional Laboratory Onward to Excellence process to develop a school goal. The school goal was derived from the school profile of student achievement, behavior and attitude toward school. The school profile was developed as part of the Onward to Excellence process.

The goal of this pilot project is to increase academic achievement, specifically to increase the number of students who successfully master classroom objectives. All staff members participated in developing a plan to implement research-based practices, methods and techniques to increase academic achievement. Five practice clusters were selected to include in the plan: (1) curriculum, 2) academic learning time, (3) initial instruction, (4) monitoring, feedback, grouping and reteaching, (5) high expectations for all students. As a result of staff recommendations, peer tutoring will be implemented, increased time for after-school extended day "Study Club," mainstreaming of all learning disabled students with support from special education teachers working directly in an interdisciplinary core team, two mastery learning pilot teams, cooperative learning, and a variety of school improvement activities to support the five target areas. The S.I.P. team was very involved in goal selection and will be using the S.I.P. budget for 1987-88 school year to support the implementation plan.

A second thrust of this project has been to improve articulation between College Place Middle School and the elementary and high schools. Several activities occurred as a result of this goal. Members of the staff met with high school and elementary teachers on five different occasions. These meetings resulted in the identification of program needs in these particular areas: (1) math (a need to evaluate and refine the current middle school program as it relates to recent program improvements in the elementary school). This task is now scheduled as a district-wide project for the 1987-88 school year, (2) implementing current middle school organizational skills requirements in elementary grades and ninth grade, (3) providing a smoother transition to middle school and high school (several tasks identified to increase communication and assist students and parents).

A third thrust of this project has been to improve the advisory program. A plan was developed for the 1987-88 school year that includes a change in time of delivery of the advisory program components. Also added was a scholar bowl activity and increased participation in Olympics of the Mind. An evaluation of all advisory program components was completed this Spring.

Mr. Steve Young, Principal
College Place Middle School
7501 208th SW
Lynnwood, WA 98036

EDMONDS SCHOOL DISTRICT
EDMONDS HIGH SCHOOL

At Edmonds High School (EHS) a School Improvement Process (SIP) team was formed in 1983. The improvements that occurred were generated by the SIP team. The intent in participating in the OSPI pilot project in 1986 was to build a better connection between a school planning team and the rest of the staff. Unified efforts of the staff were desired to achieve prioritization, internalization, and commitment to bring about successful academic achievement and positive school climate.

A team of approximately ten members was formed to facilitate a successful school-wide approach to school improvement. The major vehicle for team training to facilitate staff workshops was the Northwest Regional Educational Laboratory (NWREL) from Portland, Oregon. A series of leadership training sessions were conducted for the EHS team on a shared basis with other participating Edmonds District schools. The EHS team then used their leadership skills to guide school staff in step-by-step workshop sessions.

The team and staff learned about the following topics: effective schools research, gathering data to profile the behavior, academic performance, and attitude of EHS students, reviewing the data to select areas for improvement, prioritizing concerns, setting preliminary goals, narrowing down to two goals, checking the literature again for practices that would help achieve these goals, discovering methods and techniques to implement those helpful practices. They developed and published a prescriptive plan that all would be willing to follow during the next school year. Edmonds High School developed a school profile, goal statements, practices that would support goals, and a prescription plan to implement for next year.

Most of the project monies were expended for NWREL training, substitutes for team members to attend training sessions, substitutes for staff to attend staff workshops, and costs of producing the data profile booklet. The evaluation of this OSPI grant opportunity was favorable. The project monies afforded the opportunity to release staff all at once, develop and present meaningful and worthwhile training and information, to concentrate on what meant most to the school in bringing about school improvement, to conduct professional dialogue on research-based issues, and to work collaboratively to bring about total staff commitment.

Suggestions for the future would be to provide monies through similar funding to implement this planned strategy, and to provide for administrative time to coordinate and oversee this worthy, but time-consuming type of project.

Mr. Ronald Fraser, Principal
Edmonds High School
7600 212th SW
Edmonds, WA 98020

EDMONDS SCHOOL DISTRICT
LYNNWOOD HIGH SCHOOL

This pilot project developed a plan to involve parents, students, certified and classified staff and community members in a site-based school improvement effort. Regular meetings were held to identify needs, set priorities, plan and implement improvements.

The planning group was originally comprised of approximately 70 participants from among students, staff, community, parents, classified, certified, and district office staff.

The process of plan development included several activities occurring simultaneously with the planning group having provided the overall focus through meetings held on June 23, 24, 1986. From these meetings 5 areas of focus were chosen for the 1987 school year. These were:

Communication
Facilities (parking)
Attendance
Recognition
Homecoming

The larger group was teamed with the staff planning group in task teams to plan for improvements in these areas. Regular meetings were held and improvements planned.

Utilization of project funds was intended to support planning for school improvements. It was the intent to find other sources to implement the plan. In this effort the school was more successful than anticipated. The following progress was made:

A. Attendance - planning groups revised the process and developed a new policy with attendance procedures to make the policy work. District resources were used to upgrade a computer system and purchase an auto phone dialing machine (district cost approximately $10,000)

B. Communication - Project funds were used to have Pacific Institute do a positive image building workshop for staff. From this has come increased staff unity. Many staff members are involved in school improvement efforts, including:

1. cooperative learning
2. peer tutoring
3. onward to excellence
4. outcome based education

C. Facility/Parking - Our planning team pointed to the lack of adequate parking area as a major concern. Project money supported planning for improvements.

D. Recognition - Project money supported planning for two new recognition programs. Building money supported their implementation. These were:

1. Teacher excellence - a parent made a beautiful banner for teacher excellence using school colors. Each staff meeting one teacher is awarded the flag to have on display in their room until the next staff meeting.

2. Friday Afternoon Live - student or staff member may nominate someone for recognition for any positive act. A certificate is then prepared and presented in classrooms on Friday afternoon.

E. Homecoming - a planning team worked on improving this. The results are not as positive as staff would like. Work will continue on this for next year.

Mr. Dan Zaklan, Principal
Lynnwood High School
3001 184th SW
Lynnwood, WA 98036

EDMONDS SCHOOL DISTRICT
SEAVIEW HEIGHTS ELEMENTARY SCHOOL

The school site council has trained students, teachers and community in effective group decision-making skills as well as developed a model for school improvement which can be repeated yearly.

The concept has been to involve many parents, every staff member, and the student council on specific task teams aimed at school improvement. The project focus was "integration of reading, writing, problem-solving across the curriculum," and to work with the secondary schools in smoothing transitions between the levels.

A consultant worked with various task groups to learn group process skills through a specific task, e.g. transitions,

The impact on school organization, feeling tones of staff and parents, and possibilities for future renewal and growth has been great. This school now has a model which can be implemented next year and continue to be refined.

Ms. Janice Johnson, Principal
Seaview Heights Elementary School
8426 188th SW
Edmonds, WA 98020

EDMONDS SCHOOL DISTRICT
SHERWOOD ELEMENTARY SCHOOL

This school formed a leadership team by seeking volunteers who were interested in developing a new process for school based decision making. The team received training with a consultant utilizing the Kettering Model for school improvement. Staff found the training and the trainer to be exceptional. Over the project year as training was completed, they began the process of meeting and utilizing our new skills to study effective school research, to develop a vision for excellence, to develop surveys and questionnaires to aid in profiling the building, and finally to work through collected data (including pre- and post achievement test results) to determine some first steps in school improvement.

Very positive feelings were developed concerning the whole process of working together to solve problems and celebrate successes. The skills learned are proving invaluable to all participating, even outside the school setting. The process has brought community and parents into the school, and the school has learned to value community input, concerns, and involvement. The community now has a better understanding of how schools operate and values education in a new light.

Mr. Joe Rice, Principal
Sherwood Elementary School
22901 106th Avenue West
Edmonds, WA 98020

EDMONDS SCHOOL DISTRICT
WESTGATE ELEMENTARY SCHOOL

The intent of the project was to provide a core of trained members to thoroughly understand the concept of S/B/M, to understand how a school council works as a team to develop a plan for presenting and selling their recommendations to constituent groups. The focus of this pilot project was to increase success for all students in all academic areas, particularly those at the lower end of the scale academically.

To enhance articulation between Westgate and the secondary schools (College Place Middle and Woodway High where on-site councils are now in place), parents were trained to function effectively as council members and, with their help, establish a consistency of expectations for students K-12.

One major change occurred when the School Improvement Process (SIP) team took on an additional role serving as the Building Committee for a building remodel to take place in 1988-89. The Building Committee (SIP team) spent two eight-hour days with the Capital Projects Office staff and two professional consultants from the Institute of Educational Management. Consultants explained the writing process necessary for developing educational specifications for the architects. The Building Committee's task was solely to describe student and teacher activities, resources to be utilized, and future educational programs. The consultants kept each writer on task throughout the entire process of developing specifications.

Mr. Michael Hanrahan, Principal
Westgate Elementary School
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Edmonds, WA 98020

EVERGREEN SCHOOL DISTRICT
COVINGTON JUNIOR HIGH SCHOOL

The Covington School Improvement Plan was developed at the end of a seventeen month process involving representatives of all segments of the school community: teachers, classified personnel, students, parents, a community representative and building and district level administration. The major responsibility for the improvement plan components lay with the professional staff. With consultant assistance, the students, parents, and community representative suggested ideas and helped screen the improvement plan activities.

All members of the council have provided input and participated in the decision making process. The report (improvement plan) represents a consensus of views from all representatives. The improvement plan includes specific activities that will impact the three goals that were identified earlier, based upon the school profile and the goal setting, prioritizing process as outlined in the Northwest Laboratory's Onward to Excellence improvement program. Research was studied to determine what practices are used in effective schools. These practices were translated into activities by the council.

The evaluation plan calls for an examination of eighth grade achievement test scores in 1988 and a study of 1987-88 school discipline files.

The most difficult part of the project has been community involvement. Parents have been eager to help, but recruiting community representatives was very difficult. Two of three dropped out right away. We had one community representative to work the entire year with us.

Mr. William Hugh Shuford, Principal
Covington Junior High School
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Vancouver, WA 98662

FEDERAL WAY SCHOOL DISTRICT
LAKE DOLLOFF ELEMENTARY SCHOOL

Lake Dolloff's School Improvement Council received training in group processing skills, planning process, process norms and problem solving in October 1986 from a consultant. The consultant lead the council through the development of a vision statement relating to reading. The council then established objectives for the year-long process. It was decided that there was a need for consultants to help in meeting the objectives. Criteria for selection of consultants was established by the council and two individuals meeting the criteria were selected.

The council and various staff members were involved in seven sessions on Reading Is Thinking. Dr. Marvin Klein shared a review of the research, an operational definition of thinking, and shared practical classroom techniques. Patty Banks shared ideas on key comprehension interactions, selecting content, pre-reading activities, during-reading activities, and after-reading activities.

The council designed surveys for parents, teachers, and students to complete regarding improving reading and thinking at Lake Dolloff. Teachers wanted to change their emphasis on teaching to include more analysis, synthesis, evaluation, using context, and to spend less time on the basal text and more time on thinking. Parents indicated that reading and thinking are important skills to be developed. Comprehension was the skill that they were most concerned about. As their children get older, parents noted that they read for enjoyment. Students felt reading is important because they learn and use it in everything they do. They realized they could become better readers by reading more. Students most enjoy reading for receiving information, imagination, and entertainment. The majority of Lake Dolloff students read at home.

The council met on an average of once every three or four weeks, and was faced with various problems such as a district budget freeze on the spending of project money, and two of the members moved. Despite this, the council was able to reach consensus in decisions; they increased communication within the school; included additional teachers in work sessions to increase involvement and communication, and are involved in ongoing planning and evaluation for each activity they undertake.

Ms. Patricia Smithson, Principal
Lake Dolloff Elementary
4200 South 308th Street
Auburn, WA 98001

FEDERAL WAY SCHOOL DISTRICT
FEDERAL WAY HIGH SCHOOL

This opportunity, coupled with the desire of the Federal Way High School staff and students to address the area of school climate resulted in the establishment of a school site council. Staff, students, support personnel, parents, community representatives and administrative representatives were named to the council, trained to function as a group, and met to design a plan of action to promote positive school climate.

The purpose of this fifteen-month pilot project was to establish a school site council at Federal Way High School to develop a recommended plan for the improvement of school climate. School climate has been identified by students, staff, parents and administration as the area of common interest and concern that can promote a more positive environment conducive to academic achievement and personal growth for students.

Through the planning for S/B/M and the implementation of a school site council, the situation, needs, and conditions that address school climate were investigated. The recommended plan to improve school climate will generate a needed change in the general quality of the school's climate by affecting the following determinants and factors associated with school climate as outlined in research (Clark, 1977; Northwest Regional Educational Laboratory, 1984):

1. Respect
2. Trust
3. Improvement in morale
4. Opportunities for input
5. Continuous academic and social growth
6. Cohesiveness
7. School renewal
8. Caring
9. Articulation of goals and expectations
10. System of rewards and incentives

Mr. Ronald Montgomery, Principal
Federal Way High School
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Federal Way, WA 98003

KELSO SCHOOL DISTRICT
BARNES ELEMENTARY SCHOOL

School Climate Improvement (K-6)

Progress to Date:

The S/B/M Team met monthly to upgrade and/or assess parent-school communication, and student discipline programs. As a result, the team decided to contact a consultant to conduct an inservice. During this inservice meeting a series of task teams were organized to review current building procedures and policies, to analyze their effectiveness, and to upgrade these procedures to be better organized building-wide for consistent student behavior expectations. The following teams were organized to address consistent building student behavior expectations: (1) office, nurse's room, teacher's room; (2) halls, restrooms, transitions; (3) lunchroom, gym; (4) playground; (5) before/after school, parking lot; (6) discipline, detention.

Expected Results:

As a result of the task teams the staff and students will know expected behaviors in each of the above mentioned areas. Our goal is to write five or six building-wide behavior expectations that all students will know, understand, and demonstrate. We will also be targeting one student from each classroom to increase his/her self esteem and academic behaviors. Each student will have a team of at least three adults working with him/her throughout next year to plan strategies and to implement the individual student plan to assure better attitudes, causing more desirable academic and/or social behaviors.

Mr. Roger Peterson, Principal
Barnes Elementary School
401 Barnes Street
Kelso, WA 98626

KENT SCHOOL DISTRICT
SPRINGBROOK ELEMENTARY SCHOOL

Springbrook's School Based Management pilot project identified a process that encourages total staff and community input toward establishing educational goals and objectives. This process includes decentralized decision making which involves the building of trust, respect, open communication, and caring relationships within the Springbrook educational community.

The project goals and objectives included developing an improvement plan that values the individual person with dignity and respect, and restores trust in the individual, the school and the community. The school site council plans to develop and implement more effective communications strategies among students, parents, staff and community; recognize and reward student gains in both effective and cognitive performance; and write an improvement plan that will enable students to improve in language arts learnings for grades K-6.

Mr. Del Morton, Principal
Springbrook Elementary School
20035 100th SE
Kent, WA 98031

KENT SCHOOL DISTRICT
MATTSON JUNIOR HIGH SCHOOL

This year-long pilot School Based Management planning system concluded with a finalized plan of improvement to span a three-year period. The objective of this plan is reduction of the number of student failures in all grade levels.

Three broad-based goals have been developed by the committee and provide the Mattson staff with a precise focus for our improvement and effectiveness. The goals speak to the perceived needs of students at risk as well as their parents. The content of these goals addresses three diverse areas--extra curricular activities, improvement of parent/school relations and an after school tutoring program entitled P.A.S.S. (Plan Assuring Scholastic Success).

The original goal of Mattson's School Based Management Program was to establish a council of students, teachers and parents from diverse backgrounds who would assess the reasons behind student failures and prioritize those factors that were most predominant. Once the council reached consensus on these factors after researching attendance, discipline and academic data spanning a two-year period, they developed a plan to design specific methods that would ensure successful remediation of the factors contributing to the failures of our students.

The objectives of the council remained centered around the specific behaviors that would lower the rate of student failures. The committee scrutinized instructional practices, attendance rates, study skills and parent involvement, and designed three separate questionnaires to assess the concerns of students, parents and staff. Intense examination of all the information revealed the strengths and weaknesses of this school and assisted in efforts to establish goals that coincided with the expectations necessary to allow students to enjoy more academic and social success while attending Mattson.

Mr. Gary Cline, Principal
Mattson Junior High School
16400 SE 251st
Kent, WA 98042

KETTLE FALLS SCHOOL DISTRICT
KETTLE FALLS HIGH SCHOOL

The intent of this pilot project was to rally the support of teachers, parents, students and community members around the school, and to feel good about the school. A parent, a teacher, administrator, and a student attended the initial S/B/M meeting at Ellensburg, and became the core group for S/B/M. The core group determined the selection process for the larger, and more representative S/B/M council. To provide continuity, the core group decided that they would automatically be on the S/B/M council, where they could act as a resource for the school climate project.

The first step was a survey of teachers, students, and community members, which was done by Gonzaga University. The survey enables the school site council to identify those areas that contribute to a lack of school climate and to build a school profile.

Mr. Tom Lawver, Principal
Kettle Falls High School
Kettle Falls, WA 99141

KETTLE FALLS SCHOOL DISTRICT
KETTLE FALLS MIDDLE SCHOOL

The S/B/M Committee set short- and long range goals intended to benefit the school in several areas. It provided involvement of staff, students, parents and administration working together to plan for common goals that would better both school and community. Visitations to other S/B/M sites and workshops enabled the school site council to become better aware of what other schools were doing with S/B/M. The workshops provided better decision making and leadership skills.

Gonzaga University did a complete needs assessment with students, staff and community, and the input from this survey helped develop a plan and set other goals for the school.

PRODUCT/PLAN: Through the S/B/M committee three subcommittees were formed to work on three short- range and three long-range goals.

SHORT RANGE GOALS:	Improve academic achievement
	Upgrade selection of books in the library
	Improve our playground
LONG RANGE GOALS:	Start advisories in middle school
	Upgrade our home economics, art, shop areas
	Totally self contain our middle school staff

The middle school S/B/M committee will continue to meet and work through the 1987-88 school year.

Mr. Dennis Gordon, Principal
Kettle Falls Middle School
Kettle Falls, WA 99141

LAKE WASHINGTON SCHOOL DISTRICT
ALCOTT ELEMENTARY SCHOOL

In the fall of 1987, the Lake Washington School District opened a new school. While never a smooth or simple process, this particular school opening was hampered by community conflicts over boundary changes in the school attendance area.

In the spring of 1986, many affluent and strong-willed parents, who had purchased expensive homes close to an elementary school, suddenly learned that their children would not be walking to classes close by. They would be bussed some distance to a school that was yet to be built. During several public meetings tensions were high. In the ensuing months rumors of the families' residual bitterness continued to circulate.

In this context, the principal of the new school selected a core team of highly professional teachers to help him plan and implement the school opening. The major goals intended for the S/B/M projects were:

1. Establish open, frequent, constructive communication with parents and community members in the attendance area of the new school.
2. Establish a positive school climate for students and all staff members in the new school.
3. Build effective communication networks between parents and staff members of the new school.

Mr. Richard Evans, Principal
Alcott Elementary School
10903 NE 53rd
Kirkland, WA 98003

PENINSULA SCHOOL DISTRICT
KOPACHUCK MIDDLE SCHOOL

The School Based Management team has developed a school vision, desired outcomes (3-5 years), a specific improvement plan for 1986-87, and an ongoing process to continue School Based Management in the future.

A school assessment of needs was done by using the results of academic testing and the University of Washington school assessment survey for staff, students, and parents. At the same time, we selected members for a School Based Management council and received training from ESD 121.

After analysis of the school assessment data, the council adopted goals and established priorities for a school improvement plan. The adopted goals were: a) to provide a strong basic education, b) to provide an environment in which each individual is encouraged to achieve to his or her potential, and c) to provide an environment in which each student may develop a positive self-image.

Primary focus was given to the first goal and a plan was developed to implement a clear system of teaching, monitoring, and reporting student growth on key objectives for each curricular area. Subsequently, the school piloted a self-esteem curriculum and developed a school-wide discipline plan to better track student performance and allow for reinforcing those who meet expectations. Finally, a parent organization was formed to enhance communication between parents and Kopachuck staff.

Mr. Earl LaBerge, Principal
Kopachuck Middle School
10414 56th Street NW
Gig Harbor, WA 98335

PENINSULA SCHOOL DISTRICT
PURDY ELEMENTARY SCHOOL

This year the school has made good progress toward the goal of establishing School Based Management as an ongoing school improvement process:

a. Participation in the Association for Supervision and Curriculum Development's National Elementary School Consortium has provided a very valuable contribution to the process.
b. The state mandated self-study project has blended well with the S/B/M process.

The site council membership now includes school board, community and staff representation and an excellent working relationship has been established within the group. At the final meeting progress reports from the design committees were received. The year's activities were evaluated and proposals for the future were discussed in a very enthusiastic atmosphere. The program plan includes goals in the areas of a primary or K-5 block, teaching skillful thinking, and cooperative learning. The Home-School Committee has developed projects related to written communications and parent-teacher conferencing. In the area of School-Community Resources, pilot projects in training volunteers and high school tutors have been established and evaluated. The staff development team will continue with ongoing inservice at retreats throughout the year. They also have a plan for establishing a teacher resource center.

Mr. Forbes Gildersleeve, Principal
Purdy Elementary
13815 62nd Avenue NW
Gig Harbor, WA 98335

PROSSER SCHOOL DISTRICT
HOUSEL MIDDLE SCHOOL

The project goals are to establish a School Based Management process at Housel Middle School and to develop an annual improvement plan.

The school site council at Housel Middle School (HMS) consisted of the building principal, two teachers, one classified employee, two parents, two non-parent community members and two secondary students. Teachers needed to have at least one year of experience teaching at HMS; the classified employee needed to have one year of experience at HMS; the parent representatives needed to have one or more children currently enrolled at HMS; community members selected had no children currently enrolled at HMS; student representatives needed to be in grade seven or grade eight.

The major procedural tasks of this project were to 1) gain support, 2) form a council, 3) develop operating procedures, 4) provide training for the council, 5) develop a school improvement plan and, 6) conduct ongoing evaluation. The vision statement is to create a better school environment by increasing the communications at Housel Middle School (students, faculty, parents, and community at large). The goal is to create: harmony, a positive climate, a better understanding, and more involvement within the school.

Mr. Arden Smith, Jr., Principal
Housel Middle School
2001 Highland Drive
Prosser, WA 99350

SEATTLE SCHOOL DISTRICT
ALKI ELEMENTARY SCHOOL

Three areas of the basic education program were focuses of concern:

A. Positive Learning Climate: Bring about a collegial relationship among staff members that is conducive to professional sharing, participatory leadership, and professional respect.
B. Parent and Community Participation: Create an environment that encourages parent and community participation in school activities and fosters communication between school and home.
C. Written Communication: Improve the written communication of all students.

The Alki Elementary School Site Council has 14 members.

SCHOOL PLAN:

The following is a compilation of the school improvement plan:

A. GOAL: To provide an intervention program for at risk students in areas of reading/math
   OBJ: To implement the Help One Student to Succeed (HOST) program in reading and math
B. GOAL: To provide an intervention program for at risk students after school
   OBJ: To provide supervised study for any student needing help - to provide time on task for at risk students
C. GOAL: To help all students be successful at school
   OBJ: Increase staff skills in meeting the needs of students
D. GOAL: To improve reading system schoolwide
   OBJ: Implement all school reading
E. GOAL: Improve student behavior management and social skills
   OBJ: More effective plan to bring about Better Student Behavior and enforcement of social skills
F. GOAL: Program developed to assist and provide support for parents in Special Education preschool
   OBJ: Implement Special Education parent support group
G. GOAL: Development of School Based Management
   OBJ: Increase participation in decision-making at the school level by parents, teachers and other members of the community

Mr. Edward James, Principal
Alki Elementary School
3010 59th SW
Seattle, WA 98116

SEATTLE SCHOOL DISTRICT
ALTERNATIVE SCHOOL #1

The pilot project developed by Alternative School #1 (AS#1) had three main planning components for the site council to pursue as priority goals for the 1986-87 school year:

1. COMMUNICATION: developing an effective site council group with strong interaction skills and the ability to get things done; extending this communication through a school-wide newsletter for parents to increase awareness and participation in the pilot project goals on the part of all members of the school community. Intended use of training workshops in meeting management and group communication to strengthen skills, with use of pilot program funding for childcare and transportation--enabling members of the site council to attend training and planning meetings and participate comfortably in the process.

2. CURRICULUM: evolving methods and means for improved accountability of the AS#1 learning program through an "Activities/Learnings Exposure Correlation" documenting students' progress at school. (Computer and appropriate program software for correlation to be procured and put to use.) In addition, a focus on student literacy providing skills checklists and classroom follow up of student skills.

3. MULTI-CULTURAL EDUCATION: planning a school year program of equity focusing on arts and social concerns of many ethnic groups representing the cultures and colors of our student body through guest performers and in-school projects.

Ms. Beverly Barnard
Program Manager
Alternative School #1
11530 12th Avenue NE
Seattle, WA 98125

SEATTLE SCHOOL DISTRICT
HAMILTON MIDDLE SCHOOL

The Seattle School District has been involved in an Effective Schools Project, with the University of Washington, since the 1983-84 school year and has identified twelve characteristics essential to an effective school. Hamilton's Site Council reviewed data from the Effective Schools' Survey, administered during the Spring of 1985, results from standardized achievement tests, and the latest research on effective Middle Schools. After a series of meetings, the site council put together a set of recommendations that were then presented to students, parents and staff for consideration and adoption.

The two recommendations adopted for the first year of implementation were: Extended Homeroom, and Inservice Training. The Extended Homeroom concept was successfully piloted during the last quarter of the 1986-87 school year and will be implemented for the full 1987-88 school year.

Hamilton's staff felt that the S/B/M process should lead to addressing those areas shown historically by the data collected by the Effective Schools Survey as needing more concentrated attention, namely, Early Identification, Multicultural Education, and Communication. Upon careful review of the collected data and after rather lengthy discussions, the site council felt that the three effective schools' criteria identified for consideration no longer represented the areas where major efforts needed to be directed.

The site council looked at the Districts' School Improvement Planning (SIP) process being done by building staffs at the same time, and decided to integrate S/B/M into the SIP process. Doing this and looking at "building" improvements as a three-five year process, the council agreed to address the following areas for implementation during the 1987-88 school year:

1. Extended Homeroom
2. Inservice Training

Mr. Bruce Hunter, Principal
Hamilton Middle School
1610 North 41st Street
Seattle, WA 98103

SEATTLE SCHOOL DISTRICT
E.C. HUGHES ELEMENTARY SCHOOL

The site council was formed at the outset of the project and met regularly and worked consistently, though not always effectively, to meet the stated goals. It was a year of education in process and has provided the ground work for the future.

In the area of high expectations and improved school climate, the council persists in it's belief that the most important elements of the plan are the need for a full-time counselor, a full-time nurse, and another teacher to reduce class sizes.

Formation of a student advisory council, increased collaboration among teachers in each grade level, greater emphasis on staff development, family and community outreach through newsletters, social events, performances and workshops are all part of the plan.

The site council will be strengthened through broader-based recruiting of people willing to run for membership, through education of the non-district members in present school policies, and through reinforcing the role each member can play based on the group he or she represents.

The principle evaluation tool will be surveys to include all groups which make up our greater school community. The council will continue to guide school improvement at Hughes and is committed to the process of School Based Management as the tool for effective change.

Venus Placer-Barber, Principal
E.C. Hughes Elementary School
7740 34th Avenue SW
Seattle, WA 98126

SEATTLE SCHOOL DISTRICT
MADISON MIDDLE SCHOOL

Madison, philosophically, has attempted to make decisions based on the concept of School Based Management since 1984. In 1986, a formal process was developed to be used for management of Madison.

The following four goals were established by the staff:

Goal I: Develop a process for school based management
Goal II: Develop a strong public relations program
Goal III: Identify resources in the community through the site council
Goal IV: Monitor programs affecting educational opportunities

A site council was established to represent the publics that Madison serves, both within and outside the school building. A process for School Based Management was developed with the site council being a key part. The budget for the project was reviewed and accepted by the site council with the understanding that revisions would need to be made as the process unfolded.

Madison then tested the process by using the system to develop the school improvement plan, revise the discipline code, make curriculum changes, and revise the student activities format. The process has been evaluated in staff meetings, a Seattle district survey, community survey and a workshop at Port Ludlow. Recommendations for refinement were developed and will be reviewed by staff and the site council in the Fall.

Mr. John DuGay, Principal
Madison Middle School
3429 45th Avenue SW
Seattle, WA 98116

SEATTLE SCHOOL DISTRICT
NATHAN HALE HIGH SCHOOL

This pilot project proposed to create a student, parent, community and staff school site council to develop an attendance policy for the school. The attendance policy thrust was endorsed by the principal, Instructional Council, students, Parent-Teacher-Student Association (PTSA) and Private Initiative in Public Education (PIPE) business partners of Nathan Hale High School. In developing a more practical attendance policy, new directions would evolve through the involvement of a representative body of legal, academic and practical thinking surrounding attendance issues. The product of this project would be the formulation of a policy, that is seen as fair and reasonable for future implementation.

A survey revealed agreement that school attendance is important to learning and that attitudes and behaviors were perhaps more key than the policy itself:

1. Students want to be respected.
2. Parents look for caring teachers who are expert in their fields.
3. Teachers want support for their work.
4. Students want the fewest restrictions while teachers want the most restrictions using credit and lowering of grades.
5. Parents would support reductions in grades for unexcused absences.

Implementation of the project had its problems in conducting business, organizing for decision-making, adhering to timelines, individual agendas, maintaining a representative constituency, meeting times and others. There were many problems, but the site council eventually was able to develop a policy.

Mr. Andre Tangalin, Principal
Nathan Hale High School
10750 30th Avenue NE
Seattle, WA 98125

SEATTLE SCHOOL DISTRICT
RAINIER BEACH HIGH SCHOOL

A site council was established consisting of the principal, the head secretary, four teachers, four parents, four students, and four community members. These representatives were elected from their constituencies, with the exception of community members who were appointed. Many other interested persons attended site council meetings or participated in committee work during the course of the year.

Initial activities of the site council consisted of drawing up and adopting a statement of purpose, establishing leadership roles and responsibilities, and setting up a committee structure. From the beginning, the site council viewed itself as having a long-term role as a policy setting body for the school, a role much broader than that defined in the pilot project proposal or by the Seattle School District. The site council operated on the premise that those involved in implementing a School Improvement Plan (the staff) must be involved in devising that plan, and the allocation of project funds reflects this value. Parents and students also participated in the formulation of plan goals, objectives, and strategies.

The School Improvement Plan developed under the auspices of the site council has as its main goal improving the academic achievement of all students with a focus on at risk students. A secondary goal is promoting the teacher collaboration and staff development necessary to carry out the programs stipulated in the seven objectives supporting the main goal. These programs reflect a strong emphasis on teaching all students to write and think analytically, on providing for intervention with at risk students and education for their parents, and defining and adopting graduation requirements specific to Rainier Beach.

In evaluating the pilot project, it was judged a success on all three of the criteria for evaluation established in the grant application. A significant by-product of the public and collaborative process used to develop the plan was to create a school climate receptive to change. Based on this evaluation, it is recommended that the site council, as the mechanism for effecting School Based Management, be established as a key ingredient in the school improvement process.

Mr. William Butler, Principal
Rainier Beach High School
8815 Seward Park Avenue S.
Seattle, WA 98118

TACOMA SCHOOL DISTRICT
ROGERS ELEMENTARY SCHOOL

The goal of site based management at Rogers is to increase student achievement. To meet the goal the council was designed to manage all the variables affecting achievement. A committee was assigned responsibility for each area or variable. Currently there are nine committees. They are represented as spokes of a wagon wheel on the planning council diagram and the hub represents student achievement. A committee is typically composed of four or five members and has an elected chair and representative. Committees meet once or twice a month. The committee representatives and the principal form the planning council. It is the responsibility of each representative to report to the council the outcome or status of committee activities. Currently, the planning council meets once a month.

Committees are in charge of nine aspects of student achievement. Climate committee responsibilities include the improvement or enhancement of the Rogers environment. Activities have included a program to improve the atmosphere of the lunchroom, fans for the staff room and attaining learning cubicles for primary classrooms. Other accomplishments include beautification of the halls and office.

Ms. Lei Lani Jackson, Principal
Rogers Elementary School
1301 East 34th
Tacoma, WA 98404

WALLA WALLA SCHOOL DISTRICT
EDISON ELEMENTARY

After an extensive search, Edison contracted with Northwest Regional Laboratory and based the planning process on the Onward to Excellence format to assess, analyze and establish a schoolwide improvement effort.

The School Site Council (SSC) consisted of three parents, three community members, three teachers, one instructional aide, one district personnel and one principal. They met three different times for a total of four days with the Northwest Regional Education Laboratory consultant and in turn the SSC taught skills learned to the entire Edison School staff.

Surveys were administered to parents and community members, teachers, students kindergarten through second grades and students third through sixth grades. The compilation of results provided information regarding our effectiveness, and allowed them to analyze and compile the narratives. Out of the 87 narrative statements 24 were selected which were negative statements. The SSC, plus all staff members, met for a three and one-half hour session to review the narratives and reach group consensus on satisfaction and relative importance of each. This information was tallied, and, as a result of a clear delineation, six narratives that had the lowest satisfaction and the highest importance ratings, were selected.

SSC and all staff again met to dialogue about each narrative, each person selecting their choice of narrative of relative concern. It became immediately obvious that the elementary counseling issue was of foremost concern and the primary goal became: To establish a prevention, intervention, referral process for all Edison students in order to encourage and promote effective behavior and provide every student an opportunity for self-worth.

Ms. Dusty Polzin, Principal
Edison Elementary School
East Alder
Walla Walla, WA 99362

WALLA WALLA SCHOOL DISTRICT
GARRISON JUNIOR HIGH SCHOOL

The 1986-87 goal for the School Based Management pilot project was to develop a theme which would oversee all aspects of Garrison's operations for the upcoming school years. These operations would include budget considerations, curriculum development activities, and goal setting processes.

In order for the S/B/M team to function, several things occurred during the school year. These include team building exercises in the areas of personality styles and leadership styles; constructing surveys for the community, staff, and parents; and designing and implementing a goal-setting process for parents, staff, and students. As a result of all these activities, the year has culminated with a list of specifically identified goals and activities for the upcoming school years. The final objective of the current school year is to develop action plans to make these goals and activities become realized. There was a site visitation to Kent/Meridian High School to look at their advisor/advisee program and to determine more ways to make school climate more positive.

Instructional Programs/Learning Resources

1. Identification of the program needs for high risk kids, including emotionally impaired.
2. Creative curriculum expansion---be especially attentive to developing a schedule that meets the students' needs.

Staff Inservice

1. Investigate the possibility of developing a permanent time-out room---counselor inter-building alert teams to coordinate programs dealing with discipline, attendance, and academics.
2. Creating a process for providing for staff recognition when jobs are well done---a parent/teacher organization will be contacted to help achieve this goal.

Facilities - to develop long-range plans for remodeling a maintenance.

1. Finish the workroom
2. Remodel the counseling office
3. Create more classroom storage space
4. Upgrade the girls' locker room
5. Minor remodeling of the main office area

Student Activities

1. Homeroom responsibility for self-esteem program
2. Developing a wellness program for students

Mr. William Jordan, Principal
Garrison Junior High School
906 Chase
Walla Walla, WA 99362

WAPATO SCHOOL DISTRICT
WAPATO SENIOR HIGH SCHOOL
PACE ALTERNATIVE HIGH SCHOOL
WAPATO JUNIOR HIGH SCHOOL
WAPATO INTERMEDIATE SCHOOL
WAPATO PRIMARY SCHOOL

For the past one and one-half years Wapato School District has engaged extensive assessment of the educational and community realities within our district. This detailed analysis, coupled with vision training and knowledge of the change process, has resulted in the empowerment of a significantly large cross section of parents, patrons, certificated staff, classified staff and students. With these skills and a great deal of enthusiasm, the district committee and individual site councils, without constraints or restriction, brainstormed ideas for the improvement of Wapato's five schools. Students and student success served as the primary focus throughout the entire process.

It is important to note that the original ad hoc committee was comprised of the same ethnic, socioeconomic and vocational make up as the subsequent school site councils. The thoroughness of the planning of the ad hoc group helped set the appropriate direction for the entire process. As agreed by the planning team, hard data from the Effective Schools Survey would serve as a base line. The balance for that was to be insured by utilizing an outside consultant as a process observer through on-site informal interviews coupled with classroom observations. The consultant's feedback was compared to the Effective Schools Survey results at the beginning of the goal setting process.

Beginning in August, 1986 and occurring several times throughout the year, our entire team learned and developed a "visionary process." The culmination of this process is reflected in a planning matrix. Because of the training, participants were empowered, enlightened, enriched and enthused. At this point the project is a delightful success. However, the real proof is in the future. The result at this point is a plan to insure success for all students.

Mr. Leroy Werkhoven, Principal
Wapato Senior High School
Box 38
Wapato, WA 98951

Mr. Bill Frazier, Principal
Wapato Intermediate School
Box 38
Wapato, WA 98951

Mr. Dennis Erickson, Principal
Pace Alternative High School
Box 38
Wapato, WA 98951

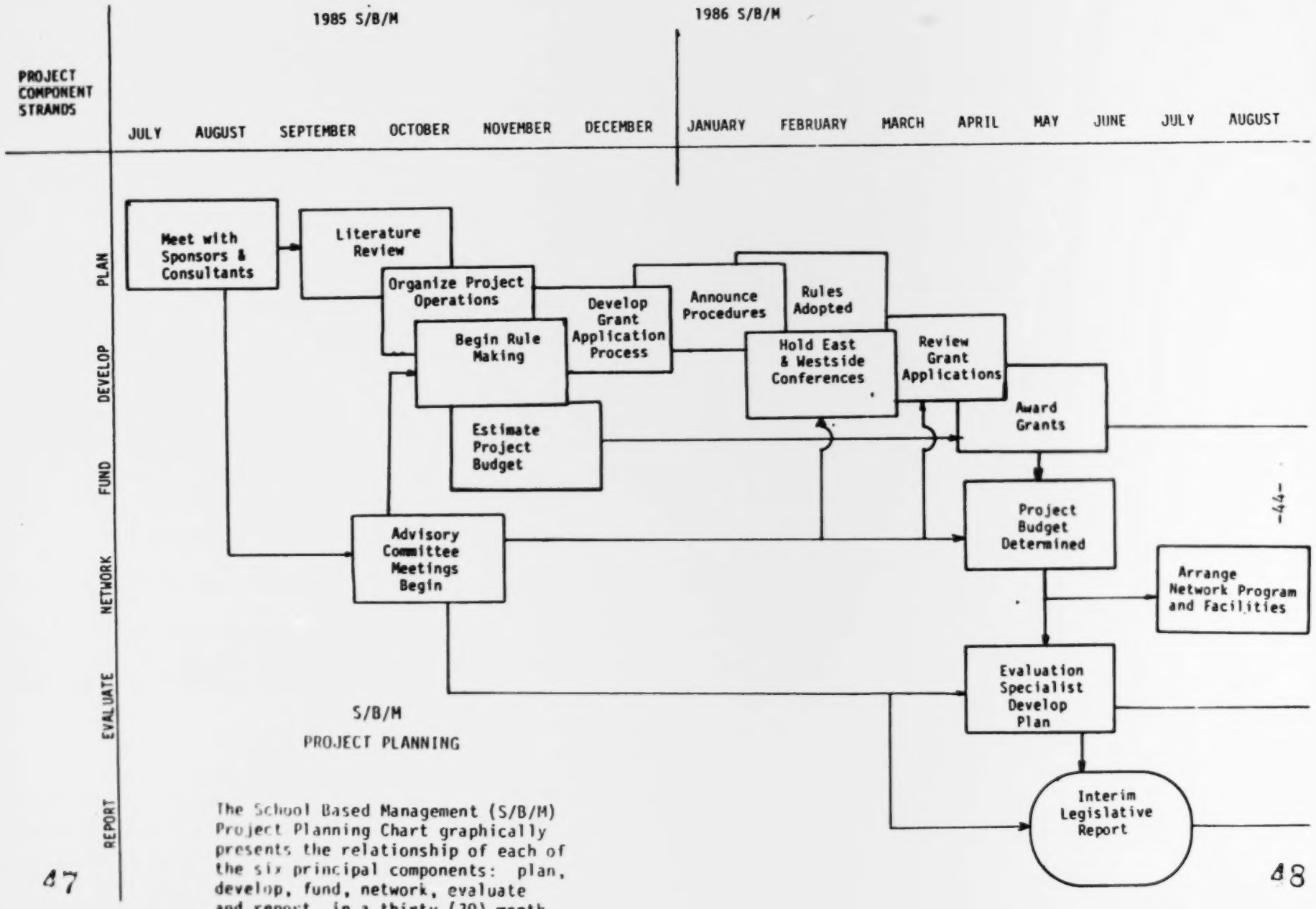
Mr. Jim Devine, Principal
Wapato Primary School
Box 38
Wapato, WA 98951

Mr. Gary Fulker, Principal
Wapato Junior High School
Box 38
Wapato, WA 98951

OSPI ADMINISTRATIVE OPERATIONS

The procedural aspects of this program were developed in consultation with two groups. The major advisory data on philosophy, intent, field operations, cooperative support and organizational interest came from a group called the Excellence Advisory Committee. This committee met several times to advise on issues related to this program, as well as for other excellence issues that had received legislative support. They also provided assistance in reviewing and scoring the grant applications for project funding. Their names and affiliations are listed in Appendix C.

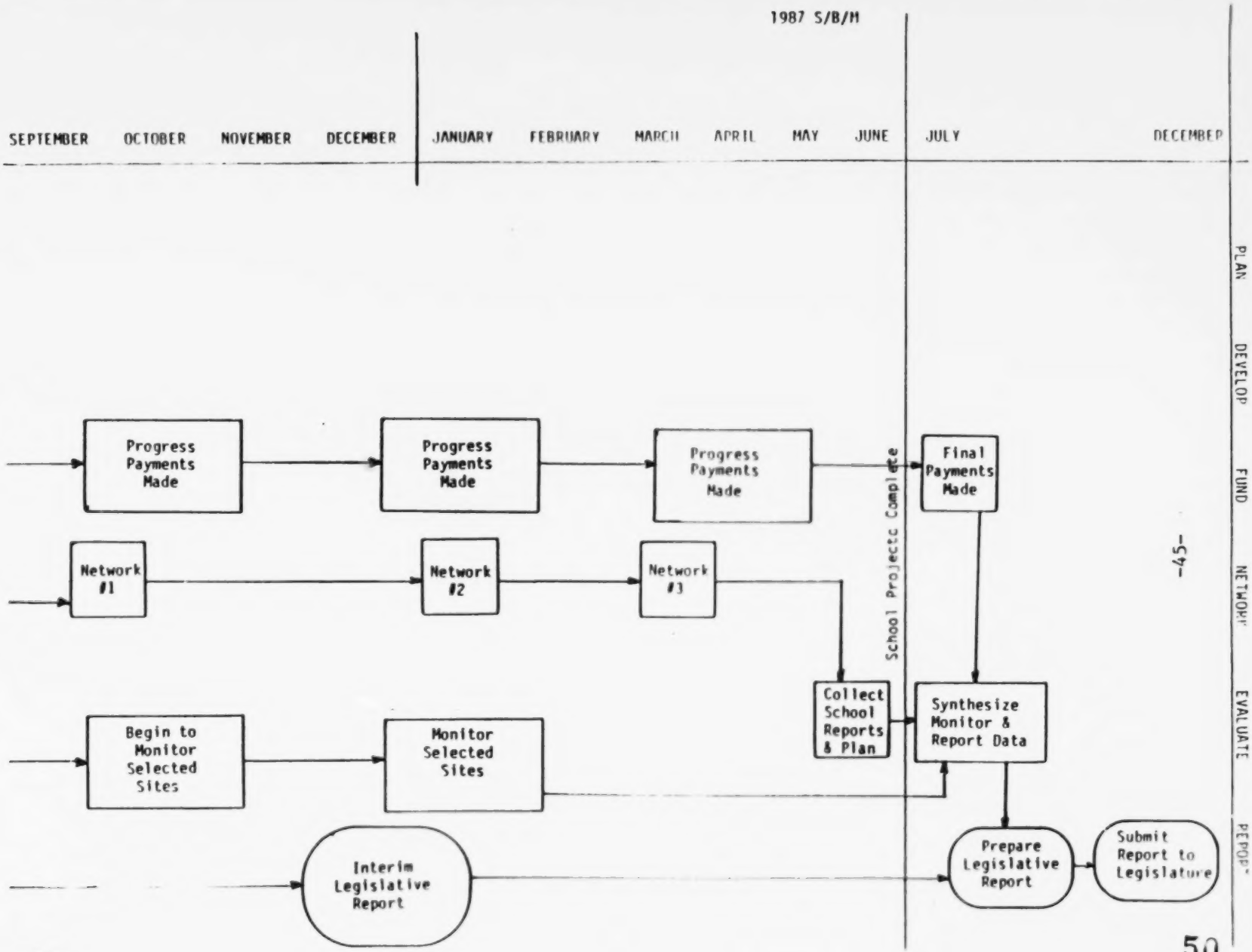
Direct procedural and administrative considerations were developed by OSPI staff. The related Washington Administrative Code is provided in Appendix A, and the budget and operational timeline are exhibited on the following pages in this section of the report.



S/B/M

PROJECT PLANNING

The School Based Management (S/B/M) Project Planning Chart graphically presents the relationship of each of the six principal components: plan, develop, fund, network, evaluate and report, in a thirty (30) month implementation sequence.


1987 S/B/M
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER
JANUARY
FEBRUARY
MARCH
APRIL
MAY
JUNE
JULY
DECEMBER
PLAN
DEVELOP
FUND
NETWORK
EVALUATE
REPORT
Progress Payments Made
Progress Payments Made
Progress Payments Made
Final Payments Made
School Projects Complete
Network #1
Network #2
Network #3
Collect School Reports & Plan
Synthesize Monitor & Report Data
Begin to Monitor Selected Sites
Monitor Selected Sites
Interim Legislative Report
Prepare Legislative Report
Submit Report to Legislature

SCHOOL BASED MANAGEMENT

PROGRAM BUDGET

1985 - 1987

Legislative Appropriation $500,000

	Budgeted	Expended
Applicant Meetings	$ 10,500	$ 10,821
Grants	423,400	425,047
Advisory/Proposal Review	3,800	4,509
Grantee Network Meetings	37,950	19,410
Administration	24,350	14,712
	$500,000	$474,499

Unexpended $25,501

SCHOOL BASED MANAGEMENT
PROGRAM GRANT SCHEDULE
1986 - 1987

GRANTEE BY SCHOOL DISTRICT	GRANT AMOUNT	AMOUNT EXPENDED	UNSPENT BALANCE
Concrete	16,542.00	13,858.83	2,683.17
Federal Way	24,180.00	20,203.41	3,976.59
Prosser	7,253.00	5,091.66	2,161.34
Kettle Falls	16,516.00	13,585.51	2,930.49
Lake Washington	18,000.00	15,758.08	2,241.92
Wapato	55,000.00	49,240.86	5,759.14
Tacoma	18,000.00	18,000.00	-0-
Evergreen	6,600.00	6,484.89	115.11
East Valley	14,000.00	12,952.17	1,047.83
Walla Walla	17,715.00	11,278.72	6,436.28
Peninsula	19,410.00	16,658.60	2,751.40
Kent	18,726.00	16,800.27	1,925.73
Kelso	11,033.00	10,586.08	446.92
Seattle	119,940.00	119,940.00	-0-
Edmonds	94,608.00	94,608.00	-0-
	457,523.00	425,047.08	32,475.92

FINDINGS AND RECOMMENDATIONS

Common concerns and issues raised related to School Based Management:

1. The Three Rs - defining changes in roles, responsibilities, and relationships among the Board of Education, the superintendent and central staff, the principal, the site council participants and the constituencies represented on the site council. This is a lengthy planning process involving participation, communication and negotiation.

2. Management competencies of principals and the participants on site councils; this concern makes a quality training and staff development program an essential ingredient to implementation.

3. Accountability/Outcome Measures - the need to assure central standards and performance measures for the district while allowing individual schools diversity in how to achieve these standards. There is also a general concern about accountability in education in general that affects this area of concern. The planning and implementation process should bring the district and the individual school to a clearer and more detailed understanding on the standards, measures and procedures for assessing outcomes.

Some of the most common pitfalls in implementation of School Based Management are:

- Backing away from the participatory process out of fear.
- Omitting training (planning and team building) for the principal and the site council because of the expense of these activities.
- Slowness of consensus building process.
- Failure to get support at the district level.
- Getting more people "into the action" and still getting "action".
- Receiving the ability to exercise responsibility along with right to participate in planning.
- Getting people comfortable with uncertainty and ambiguity. Many of the previous change and innovation strategies have been spelled out in detail. When broad direction only is available at the beginning, many are highly uncomfortable. Others may have difficulty in developing the trust required.
- Deciding what to centralize and what to decentralize.
- Developing appropriate decision-making and problem management procedures. Voting procedures requiring a simple majority for passage often is not a useful way to make decisions which need a high percentage of participant commitment.

- How to seek an important or desirable goal without doing irreparable damage to other goals.

- Achieving a workable balance between individual self-fulfillment and autonomy and social/organizational responsibilities.

- Providing broader access to planning and decision-making while maintaining a capacity for decisive and effective action.

- Defining limits of dissent and non-compliance.

- Increasing skills and developing appropriate attitudes and values to complement rate of change.

- Managing the present and the future simultaneously.

- Developing useful needs analysis and program planning technologies.

Recommendations

To encourage further improvement of Washington's public school system by allowing more school building control over the operation of education programs, the following are recommended:

1. Provide grant funds to school districts to implement school improvement plans developed by school site councils.

2. Provide funds for an administrative support network for projects in School Based Management.

LEGISLATIVE AUTHORITY

RCW 28A.03.423 Pilot projects in school-based management——Superintendent's duties. (Expiration date.) To carry out the school-based management pilot projects of RCW 28A.58.082, the superintendent of public instruction shall:

(1) Grant funds to local school districts that apply for funding on a grant proposal or other basis, to establish pilot projects in school-based management: *Provided*, That in at least one project every building in a district shall use school-based management;

(2) Develop guidelines, in consultation with school districts, for school-based management programs;

(3) Assist districts and schools, upon request, to design, implement, or evaluate school improvement programs authorized by RCW 28A.58.082;

(4) Submit a report to the legislature not later than two and one-half years after June 27, 1985, on the results of the pilot projects, any other similar programs being used in local districts, and any recommendations;

(5) These school-based management pilot projects are not part of the program of basic education which the state must fund under Article IX of the state Constitution. [1985 c 422 § 2.]

Contingency——Effective date——Expiration date——1985 c 422: See notes following RCW 28A.58.081.

RCW 28A.58.081 Pilot projects in school-based management——Legislative findings and intent. (Expiration date.) (1) The legislature believes that teachers, principals and other school administrators, parents, students, school district personnel, school board members, and members of the community, utilizing the results of continuing research on effective education, can best identify the educational goals, needs, and conditions of the community and develop and implement a basic education program that will provide excellence.

(2) To meet the goals set forth in this section, it is the intent and purpose of the legislature to encourage improvement of Washington's public school system by returning more control over the operation of local education programs to local districts through a program of pilot projects in school-based management. [1985 c 422 § 1.]

Contingency——Effective date——1985 c 422: "If specific funding for the purposes of this act, referencing this act by bill number, is not provided by the legislature by July 1, 1987, this act shall be null and void. This act shall be of no effect until such specific funding is provided. If such funding is so provided, this act shall take effect when the legislation providing the funding takes effect." [1985 c 422 § 5.]

Reviser's note: (1) 1985 1st ex.s. c 6 § 501 provides specific funding for the purposes of this act.

(2) 1985 1st ex.s. c 6 took effect June 27, 1985.

Expiration date——1985 c 422: "This act shall expire two years after the effective date of this act." [1985 c 422 § 4.]

RCW 28A.58.082 Pilot projects in school-based management——School site councils required——School improvement plan. (Expiration date.) (1) Each pilot project school that participates in the school-based management program authorized by RCW 28A.03.423 shall be required to establish a school site council. The council shall be minimally composed of the school principal, teachers, other school personnel, parents of pupils attending the school, nonparent community members from the school's service area, and, in secondary schools, pupils. Existing school-wide advisory groups or school support groups may be used as the school site council if such groups conform to the general membership requirements of this section.

(2) The exact size of the council and the term and method of selection and replacement of council members shall be specified in the school improvement plan developed pursuant to subsection (3) of this section.

(3) Each school site council shall be required to develop an annual school improvement plan containing improvement objectives as established by the council under guidelines developed by the superintendent of public instruction.

(4) The board of directors of each school district in which a school is participating in the school-based management program authorized by RCW 28A.03.423 shall review and approve or disapprove planning applications and school improvement plans consistent with, but not limited to, rules and regulations adopted by the superintendent of public instruction. No school improvement plan may be approved unless it was developed and recommended by a school site council. The board of directors shall notify the school site council in writing of specific reasons for not approving the school improvement plan. Modifications to the plan shall be developed and recommended by the council and approved or disapproved by the board of directors. [1985 c 422 § 3.]

Contingency——Effective date——Expiration date——1985 c 422: See notes following RCW 28A.58.081.

WAC 392-140-075 1985-87 School based management pilot projects--Applicable provisions--Authority. The provisions of WAC 392-140-075 through 392-140-083 shall be applicable to the distribution of categorical grant funds to districts for the establishment of a school based management system for one or more school buildings within the district. The authority for these regulations is RCW 28A.58.082(4) which authorizes the superintendent of public instruction to adopt rules and regulations for the implementation of school based management pilot projects. [Statutory Authority: RCW 28A.58.082(4). 86-08-075 (Order 86-3), § 392-140-075, filed 4/2/86.]

WAC 392-140-076 1985-87 School based management pilot projects--School based management--Definition. For the purpose of WAC 392-140-075 through 392-140-083, the term "school based management" shall mean the use of an established school site council for the development of an annual school improvement plan for a particular school building. [Statutory Authority: RCW 28A.58.082(4). 86-08-075 (Order 86-3), § 392-140-076, filed 4/2/86.]

WAC 392-140-077 1985-87 School based management pilot projects--School site council--Definition. For the purpose of WAC 392-140-075 through 392-140-083, the term "school site council" shall mean a council for a particular school building selected initially by a process established by the board of directors of the district and composed initially of at least the following:

(1) Principal of the school.

(2) Two or more teachers from the school.

(3) School personnel from the school other than principal or teachers.

(4) Two or more parents of students attending the school.

(5) Two or more nonparent community members from the school's service area—i.e., geographical areas within the district from which students attend such school.

(6) Two or more secondary students from the school if the particular school building is a secondary school—i.e., containing any grade seven through twelve or equivalent, if nongraded. [Statutory Authority: RCW 28A.58.082(4). 86-08-075 (Order 86-3), § 392-140-077, filed 4/2/86.]

WAC 392-140-078 1985-87 School based management pilot projects--School improvement plan--Definition. For the purpose of WAC 392-140-075 through 392-140-083, the term "school improvement plan" shall mean the identification of education needs, goals, objectives, and strategies that will provide excellence in one or more or all components within the basic education program within the particular building. The scope of the components to be addressed in the plan shall be specified by the board of directors of the district in its application to the superintendent of public instruction for approval as a pilot project as required by WAC 392-140-079(4). [Statutory Authority: RCW 28A.58.082(4). 86-08-075 (Order 86-3), § 392-140-078, filed 4/2/86.]

WAC 392-140-079 1985-87 School based management pilot projects--District application. The board of directors of any district may apply to the superintendent of public instruction to establish a school based management system. Such application shall contain:

(1) An assurance that the district will establish a school site council in conformance with WAC 392-140-077 and RCW 28A.58.082(2) for each particular building which will utilize the school based management system for preparation of a school improvement plan.

(2) A description of the composition and selection process for the school site council.

(3) An assurance that the school site council will be required to develop an annual school improvement plan.

(4) A statement whether the district will participate in one or more or all components within the basic education program and, if not all components, a description of the educational needs, goals, objectives, and strategies and/or the components of the basic education program which the school site council is authorized to address.

(5) An assurance that no school improvement plan will be approved by the board of directors for the particular school building affecting the specified components unless it is developed and recommended by the school site council in conformance with RCW 28A.58.082(4). For the purpose of this subsection, any proposed improvement which has a nexus to the specified components shall be included in such assurance.

(6) An assurance that categorical grant funds allocated by the superintendent of public instruction will be expended only for implementation of the school based management system—i.e., expenses related to the building based management system process and not for the cost of implementation of the school improvement plan resulting from such process.

(7) An assurance that the district will maintain accurate fiscal records and supporting documentation and, when requested, will provide such documentation to the superintendent of public instruction.

(8) A proposed program budget for the school based management system by activities and objects of expenditure, including any local or other funds, if any, committed to the pilot project.

(9) An assurance that if the district decides to terminate the building based management system pursuant to WAC 392-140-082 that such district will provide the superintendent of public instruction with an evaluation of the pilot project and state the reasons for termination.

(10) An assurance that the district after completion of the pilot project will provide the superintendent of public instruction with an evaluation of the program, including successes and failures and recommendations for improvement of the program.

(11) An assurance that the district will cooperate with efforts of the superintendent of public instruction to monitor and assess the success of the various pilot projects, including notification of scheduled meetings of the school site councils and submission of any progress reports requested by the superintendent of public instruction. [Statutory Authority: RCW 28A.58.082(4). 86-08-075 (Order 86-3), § 392-140-079, filed 4/2/86.]

WAC 392-140-080 1985-87 School based management pilot projects--Project selection criteria and advisory committee. The superintendent of public instruction shall appoint an advisory committee to review applications from school districts for categorical grant funds to implement school based management systems and to make recommendations to the superintendent of public instruction as to the priority for funding such projects. The following criteria shall be used by the advisory committee and the superintendent of public instruction to evaluate pilot projects:

(1) At least one pilot project shall be selected from a district that uses the school based management system in every building within the district.

(2) If possible, at least one pilot project shall be selected from within:

(a) The boundaries of each educational service district.

(b) A school district with more than fifteen thousand FTE students.

(c) A school district with fewer than one thousand FTE students.

(d) A school district with a school improvement plan that addresses all components within the basic education program.

(e) A school district with a school improvement plan that addresses only selective components within the basic education program. [Statutory Authority: RCW 28A.58.082(4). 86-08-075 (Order 86-3), § 392-140-080, filed 4/2/86.]

WAC 392-140-081 1985-87 School based management pilot projects--Conditions precedent to application by district for pilot project approval. In order for a district to be eligible for pilot project approval by the superintendent of public instruction, the district shall be required to meet the following conditions precedent to the application for approval.

(1) The district representatives—at least the superintendent or his/her designee, a board member, and the principal of, and three other persons, each representing a different category specified in WAC 392-140-077 (2) through (6) from the designated building—shall attend a one-day workshop on school based management systems sponsored by the superintendent of public instruction.

(2) The district shall hold at least one public hearing on the application to the superintendent of public instruction for approval to establish a pilot project utilizing a school based management system. [Statutory Authority: RCW 28A.58.082(4). 86-08-075 (Order 86-3), § 392-140-081, filed 4/2/86.]

WAC 392-140-082 1985-87 School based management pilot projects--Grant expenditures and termination. Upon receipt of funds allocated by the superintendent of public instruction, the board of the district shall be authorized to budget and expend such funds for support of the school based management system. If at any time the board of directors determines it is terminating the school based management system, any remaining funds not expended as of the date of such decision to terminate shall be returned to the superintendent of public instruction and no further allocations pursuant to WAC 392-140-083 shall be made by the superintendent of public instruction regardless of any obligation incurred by the district. [Statutory Authority: RCW 28A.58.082(4). 86-08-075 (Order 86-3), § 392-140-082, filed 4/2/86.]

WAC 392-140-083 1985-87 School based management pilot projects--Allocations by superintendent of public instruction. Allocation of funds by the superintendent of public instruction shall be one-third of the grant upon approval and the remainder made in equal monthly installments based on the budget approved by the superintendent of public instruction. Such allocations shall commence no earlier than March, 1986 and conclude in June, 1987. The budget approved by the superintendent of public instruction shall be the amount submitted in the district's pilot project approval application subject to negotiations if the superintendent of public instruction deems any item or amount excessive. In any event, the approved amount shall be negotiated and fixed prior to the commencement of the pilot project by the district. [Statutory Authority: RCW 28A.58.082(4). 86-08-075 (Order 86-3), § 392-140-083, filed 4/2/86.]

ESD	SCHOOL/DISTRICT	GRANT AWARD	FOCUS
101	Kettle Falls HS/Kettle Falls	$ 9,576	School Climate
	Kettle Falls Middle School	6,940	Curriculum
	Mountain View JHS/East Valley	14,000	Curriculum Discipline
105	Wapato School District	50,000	Academic Achievement
112	Barnes Elem./Kelso	11,033	School Climate
	Covington JHS/Evergreen	6,600	Language Arts Reading Study Skills School Climate
113	No Proposals Submitted		
114	No Proposals Submitted		
121	Federal Way HS/Federal Way	15,080	School Climate
	Lake Dolloff ES/Federal Way	9,100	Thinking Skills Reading
	Alki ES/Seattle	13,000	Learning Climate Community Participation Written Communication
	Rainier Beach HS/Seattle	19,400	School Effectiveness
	Nathan Hale HS/Seattle	10,000	School Effectiveness
	Madison MS/Seattle	15,000	School Effectiveness
	Alternative School #1/Seattle	7,000	Communication Curriculum Multicultural
	Hughes ES/Seattle	15,800	School Effectiveness
	Hamilton MS/Seattle	10,600	High Risk Students Multicultural Communication
	Seattle School District		Coordination
	Alcott ES/Lake Washington	18,000	School Climate
	Rogers ES/Tacoma	18,000	Program Coordination
	Purdy ES/Peninsula	9,960	School Organization Staff Development
	Kopachuck MS/Peninsula	9,450	Effective Skills
	Mattson JHS/Kent	8,931	School Climate
	Springbrook ES/Kent	9,795	Language Arts Self Esteem Leadership Skills
123	Garrison JHS/Walla Walla	9,865	School Climate
	Edison ES/Walla Walla	7,850	Program Development Inservice
	Housel ES/Prosser	7,253	Language Arts
171	No Proposals Submitted		

ESD	SCHOOL/DISTRICT	GRANT AWARD	FOCUS
189	Concrete ES/Concrete	$ 16,542	School Climate
	College Place MS/Edmonds	9,964	Articulation
	College Place ES/Edmonds	9,550	School Effectiveness
	Edmonds HS/Edmonds	10,760	School Climate
	Lynnwood HS/Edmonds	10,000	Peer Tutoring
	Sherwood ES/Edmonds	8,386	School Climate
	Brier Terrace MS/Edmonds	12,000	School Climate
	Westgate ES/Edmonds	8,418	School Effectiveness
	Chase Lake ES/Edmonds	10,410	Student Achievement
	Seaview Heights ES/Edmonds	10,120	Student Success
		$ 423,383	

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